



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Holy Trinity Lamorbey Church of England Voluntary Aided Primary School

Burnt Oak Lane,  
Sidcup,  
Kent, DA15 9DB

**Previous SIAMS grade:** Good

**Current inspection grade:** Good

**Diocese:** Rochester

Local authority: Bexley

Date of inspection: 11<sup>th</sup> February 2015

Date of last inspection: November 2009

School's unique reference number: 101453

Headteacher: Robin Aldcroft

Inspector's name and number: Pamela Draycott 161

#### School context

Holy Trinity Lamorbey is a large voluntary aided primary school. The school population reflects the locality's diversity with a growing number of pupils from West African family backgrounds. There are 26 different home languages spoken. Pupils achieve well. At around 10% each, the percentage with special educational needs or for whom the school receives pupil premium funding due to social disadvantage are below average. Around 25% come from families that go regularly to church. The school has close and mutually supportive links with the parish church and works well as part of a church school partnership in the Bexley area.

#### The distinctiveness and effectiveness of Holy Trinity Lamorbey as a Church of England school are good

- The school's explicit Christian ethos and values are clearly expressed and are supporting its service to pupils and their families.
- The worship programme and Religious Education (RE) support the school's Christian ethos and the spiritual, moral, social and cultural development of pupils well.
- Long-standing, positive relationships with the parish church continue to be strong

#### Areas to improve

- Improve the consistency of how pupils' work in RE is assessed, including using self and peer assessment opportunities more regularly
- Plan consistently for a greater range and depth in pupils' written, oral and creative work in RE

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Standards are good and mainly above average. Achievement, including that of the more vulnerable children, is good. Pupils make good progress across the school. This is rightly recognised as an expression of its mission as a church school. It strives to develop each child to their full potential within an inclusive Christian ethos. Holy Trinity Lamorbey is a school where Christian values are seen as important in supporting and extending its service to its children and their families. Consequently, the wellbeing and needs of children and their families are seen as being of paramount importance if pupils are to succeed and to achieve. As a result, the school is a happy and supportive place. This expresses its Christian values of being worshipful, loving, respectful, forgiving, honest and purposeful well. Mutual respect characterises relationships and very good behaviour within class and around school exemplifies the school's Christian ethos well. Attendance is good: pupils feel safe and are happy in school. As one parent said, 'My child really enjoys coming to school and the school's ethos shows itself in things that she says at home'. The school's values are reinforced well, in both content and approaches, through RE and worship. Pupils respond well to the good opportunities for spiritual, moral, social and cultural development provided through worship, in RE and more widely across the school. They recognise that Christian teaching, worship and the school's values help them to know what is right and wrong and behave accordingly. Charitable giving is also recognised as a way in which they express beliefs and values.

### **The impact of collective worship on the school community is good.**

Worship takes place daily. It is well focused on Christian values and major Christian festivals, beliefs and practices. The school draws appropriately on Diocesan guidance adapting it well to meet the needs of its pupils. The headteacher, supported by the RE co-ordinator, thoroughly plans and develops the worship programme. The example and importance of Jesus is fittingly focused on during worship. Biblical stories and Christian teachings play an important part in the delivery of worship. Pupils, parents and staff have positive attitudes towards worship which is valued and enjoyed. As one pupil said, 'Worship is important because through it you get to show respect to God.' Children have an appropriate understanding of God as Father, Son and Holy Spirit. They participate well in worship through writing and saying prayers, singing and taking part in class-led worship. The quality and variety provided through worship in school and in the parish church has a positive impact on pupils' personal development and contributes well to their spiritual and moral development. As one parent said, 'The worship in school is definitely brought home with my child discussing it, singing hymns and saying prayers at home.' Elements of Anglican worship such as versicles and responses, saying the Grace and the Lord's Prayer are well established. Pupils enjoy singing as part of worship. Displays in the hall, which are changed regularly, enhance the environment. Worship is specifically Christian. It is presented sensitively and is inclusive of those of other faiths and none. There are two 'open' acts of worship weekly to which parents are invited. These are increasingly planned and led by pupils in the upper juniors. Those who attend value these opportunities, speaking very positively of them, including on the school's Facebook page. Twice termly Eucharist services enhance the worship programme. Members of the school community are also involved in joining in with Sunday worship at various times of the year. These include for Advent, for the Christingle service, on Mothering Sunday and on Trinity Sunday.

### **The effectiveness of the religious education is good.**

The current RE co-ordinator took on her responsibilities in September 2014. She is working

effectively and with enthusiasm to refresh and update the content of the RE curriculum. She is also encouraging a greater range of activities and approaches in lessons. She has focused her support for teachers on improving confidence in teaching RE and on improving assessment to support pupils' learning. This has begun to impact on improved practice. Pupils achieve well and most make appropriate progress. There is not currently a consistent approach to assessment practice in RE. Pupils do not consistently know how well they are doing in RE and what they need to do to improve. Opportunities for self and peer assessment to aid learning are not consistently used. Pupils enjoy RE and take part in lessons with enthusiasm. They are able to talk about their personal opinions of religious issues well. They listen to others' opinions respectfully. Some have a good knowledge of Bible stories. Pupils demonstrate an interest in RE and value it as a subject which 'helps you think'. Pupils recognise the importance of learning not only about the Christian faith but also about other faiths. The school follows the Diocesan scheme of work from which it draws the content of lessons. This leads to a good balance in helping pupils develop knowledge and understanding of Christianity and of other faiths. This helps them appreciate the diversity of God's world. They are encouraged to reflect on key issues, beliefs and concepts which arise as part of their RE work.

**The effectiveness of the leadership and management of the school as a church school is good.**

Pupils make good progress based on good leadership which focuses appropriately on improving standards. This is clearly linked to the school's values and vision. Senior leaders meet regularly with all subject leaders, including RE, to analyse, monitor and evaluate standards and to support curriculum development. The purposeful and calm learning environment supports pupils' learning well. There have been recent changes to the leadership team which has brought about a renewed focus and different ways of working. New leaders are bringing their individual skills and insights to bear on their new roles and their impact is being felt in the school. The headteacher leads the school insightfully and with dedication. He is very well respected by colleagues, governors, parents and pupils. He articulates the impact of the school's Christian foundation very well. Governors are appropriately supportive and challenging of the school's work. Governor 'away days' over the past two years have successfully led to the review and development of the school's values and vision. The school's involvement in the partnership with other church schools in the area has developed well since the previous inspection. It has been a catalyst for further development as a church school and has provided opportunities for the school to work collaboratively with others. Diocesan support is appreciated and effective use is made of training opportunities for staff and governor development within the context of church school education. Long-standing and positive links are enjoyed with the parish church and with other Christian groups in the area. The incumbent, who is relatively new to the parish, is a regular visitor. He has brought fresh ideas for involvement and for developing mutually beneficial links still further. Parents value the school as a caring and Christian community which is inclusive of all. Issues for improvement identified in the previous inspection have been addressed well. Arrangements for worship and RE meet statutory requirements.

SIAMS report February 2015. Holy Trinity Lamorbey Church of England Voluntary Aided Primary School, Burnt Oak Lane, Sidcup, Kent, DA15 9DB